

## **Mental Health & Wellbeing**

This policy is a whole school policy including EYFS

At Springmead, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as physical health. We have included a section on how we support staff members who are going through menopause and perimenopause.

At Springmead we endeavour to ensure that children are able to manage times of change and stress. We aim to ensure that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

### **How the policy was developed**

This policy has been created through consultation with the school community. In developing the policy we have taken account of: Promoting children and young people's emotional health and wellbeing, Public Health England 2015.

### **Links to other policies**

This policy links to our Safeguarding Policy, Anti Bullying, and our Behaviour Policy.

### **Teaching about mental health**

At Springmead we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and resilience, and which everyone understands, through the Springmead Way Values and Building Learning Power programme.
- Helping children to develop social relationships, support each other and seek help when they need it.
- Promoting self-esteem and ensuring children understand their importance in the World.
- Helping children to be resilient learners and to manage setbacks.
- Teaching children social and emotional skills and an awareness of mental health.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it is normal to talk about mental health.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Our enrichment program is designed to support children's development of interests and hobbies.

- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect.
- Enabling access to appropriate support.
- Mental Health and PSHE for all year groups
- Links and Workshops for parents
- Children to be aware that they can drop in and see a designated adult if they are anxious or worried about a certain situation/issue.

## **Staff roles and responsibilities, including those with specific responsibility**

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote this in and out of their classrooms.

The school provides a supportive and appreciative environment for all our staff and take staff wellbeing and morale seriously. Springmead is a great place to work. We have an open door policy to all staff within the SMT which is used regularly. We listen to our staff. Supporting and promoting mental health and wellbeing of staff is an essential component of a healthy school. At Springmead we promote opportunities to maintain a healthy work life balance. Staff are supported pastorally and have access to enriched opportunities to lead and develop subjects that link to their interests.

Supportive measures in place: teachers have half termly meetings with senior management, we offer free lunch and snacks, we hold regular staff events such as a welcome breakfast at Insets, treats are presented weekly in the staff room, staff are given gifts at Christmas, we have a staff choir, we give regular classroom time on inset days, support staff have their own briefing meeting and pre Covid, we offer invitations to free end of term events which have been fish and chip suppers, buffets in local restaurants, summer soirees with fire pits and an open bar and buffet at high end pubs. Staff's partners have been included in these events. We offer wellbeing workshops. We listen to staffs' needs, concerns and wishes to change their role if they need us too. We monitor and review the effectiveness of these measures and receive positive feedback.

Designated Safeguarding Lead is Mental Health Level 1 certified with regular access to e-modules to upskill from MindEd. This is available to all staff

We believe that all staff have a responsibility to promote positive mental health and to understand the protective and risk factors for mental health.

Some children will require additional help; all staff should have the skills to identify warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

Key staff supporting Mental Health at Springmead School

Named Mental Health Lead – *Sally Cox*

Deputy Mental Health Lead – *Johanna Robinson*

Our Mental Health Lead;

- Leads and works with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Leads on PSHE teaching and advice on mental health.
- Provides advice and support to staff and organises training and updates.
- Is the first point of contact with mental health services and makes individual referrals to them.

Many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals.

## Early identification

We aim to identify children with mental health needs as early as possible to prevent things from getting worse, we do this in different ways including:

- Teaching resources including: Advice on 'how schools can support children and young person's mental health.
- Changes in patterns may indicate warning signs indicating that a student is experiencing mental health or emotional wellbeing issues. Teaching and support staff are responsible for reporting concerns about individual children to designated adults within the school.

Attendance

Punctuality

Relationships

Approach to learning

Physical indicators

Negative behaviour patterns

Family circumstance

Recent bereavement

Health indicators

## **Possible warning signs include;**

Changes in eating/sleeping habits

Becoming socially withdrawn

Changes in activity and mood

Talking about self-harm or suicide

Expressing feelings of failure, uselessness or loss of hope

Repeated physical pain or nausea with no evident cause

An increase in lateness or absenteeism

Assessment, interventions and support.

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teachers and SEN to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

Working with parents and carers.

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment.

To support parents and carers we will:

- Provide information online and on our Newsletters on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.

When a concern has been raised, The Principal or Mental Health Lead will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events
- Agree mental health care and protection plan where appropriate including clear next steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

### **Working with specialist services.**

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing. Your child may be referred to one of the following services for additional support.

- Your own GP
- CAMHS
- School Nursing Service
- Children's Services.
- Therapists
- Family support workers.
- Educational psychology services.
- Counselling services.
- Sites such as <https://www.mentalhealth.org.uk/getting-help>

### **Monitoring and review**

This Mental health & Wellbeing policy is the Headteacher's ongoing responsibility and its effectiveness is reviewed annually in consultation with the staff.

**Signed Headteacher:** *Sally Cox*

**Date:** 17/8/2022